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ABSTRACT

This module provides evaluation guidelines for choosing reading materials, and practical training in designing materials for teaching reading in Spanish. Upon completion of the module, participants should be able to (a) list 10 criteria that are used to evaluate books and materials in the teaching of reading in Spanish, and be able to use them in evaluating books and materials; (b) identify five reading materials appropriate to the grade level participants are teaching or plan to teach; (c) develop at least one reading material and one device to teach reading; and (d) select one reading series or material to be used with the first part of this module cluster. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. (An appendix entitled "Preparacion de Cartelones" is included.) (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.15A MATERIALS FOR TEACHING READING IN SPANISH

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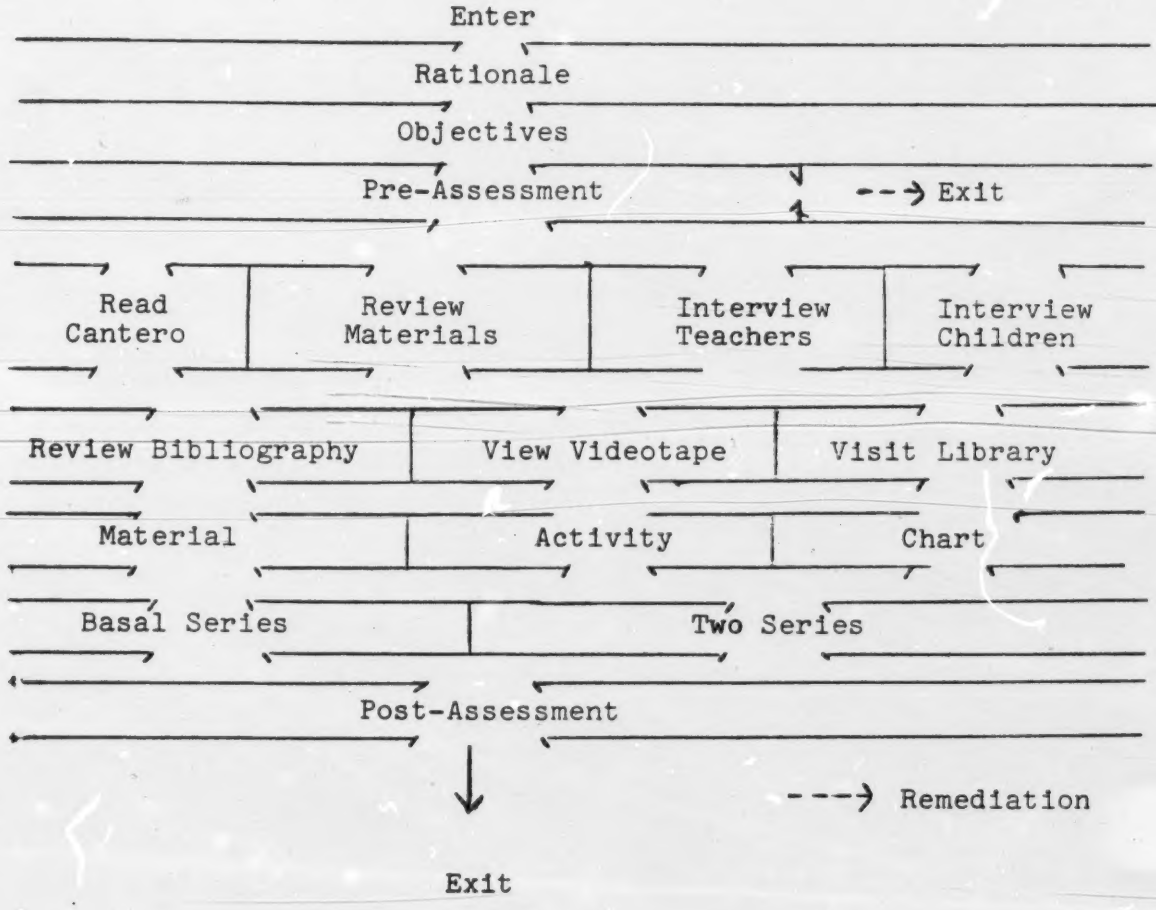
Materials for Teaching Reading in Spanish



RATIONALE

The proliferation of method-oriented reading materials in recent years has, in some ways, made the teacher's task of employing an eclectic approach to teaching reading more difficult. This module provides evaluation guidelines based on student needs and abilities and practical training in designing materials for teaching reading in Spanish.

OBJECTIVES

After completion of the readings and activities in this module and without the aid of reference materials you will be able to:

- -list 10 criteria that are used to evaluate books and materials in the teaching of reading in Spanish and be able to use them in evaluating books and materials
- -identify 5 reading materials appropriate to the grade level you are teaching or are planning to teach
- -develop at least one reading material and one device to teach reading
- -select one reading series or material to be used with the first part of this module cluster

PREREQUISITE

Successful completion of TTP 002.12.

PRE-ASSESSMENT

Directions: Answer the following in short essay or performance form.

I. What criteria can be used for selecting reading material for children in the elementary school?

II. Mention 5 Spanish reading materials you can use in the grade level you are teaching or are planning to teach.

III. Demonstrate, by actually doing, that you are able to produce some reading material for teaching reading in Spanish.

IV. Select one reading series to be used for teaching reading in Spanish. Justify your selection.

Instructional Activities

I. Criteria for Selection of Reading Materials; Choose 2 of the following:

A. Using "Individualizing Spanish Language Arts at the Second Grade Level-Review Criteria" by Herminia M. Cantero from Materiales en Marcha, evaluate 5 children's books.

B. Review at least 5 of the following and make a list of your own personal criteria for selecting children's books:

1. "The Carlson Analytical Scale for Measuring the Originality of Children's Stories"
2. "What Are Good Books?"
3. "Book Selection Criteria"
4. "What is a Good Book?"
5. "General Criteria of Evaluation"
6. "Universal Standards for Children's Literature"
7. "What is Happening to Children's Storybooks?"
8. "Handsome is as Handsome Reads: Pointers on Evaluating Nonfiction for Children"
9. "Children's Responses to Literature"
10. "Criteria for Selection of Stories and Books for Young Children"

C. Interview 5 teachers who teach reading and find out what criteria they use for evaluating material for children.

D. Interview children and find out what things they find most attractive in books and materials.

II. Reading Materials: Choose 2 of the following:

A. Review the bibliography on Spanish books, and select those which are best for your group of children.

B. Observe video-tape of Mrs. Pura Belpré. Evaluate the materials she mentions.

C. Visit one of the following libraries and choose material (reading or audio-visual) you may use that is appropriate for your students:

1. Curriculum Lab - University of Hartford

2. Hartford Public Library - Children's Section

3. Bilingual Resource Center - Kinsella School

4. Any other library which you know has Spanish literature for children

III. Developing materials: Choose 1 of the following:

A. Read the pamphlet on how to prepare material published by the Bureau of Pupil Personnel. Prepare one of the following materials following their directions:

1. color and black and white overhead transparencies made from magazines

2. slides made from black ink printed materials

3. black and white fimstrips

4. overhead transparencies made from used newspapers and magazines

5. cassettes used as a teacher programmed/ student response system

6. filmstrips photographed and developed by teacher or students

B. Read "Enrichment Ideas Related to Language." Do one of the activities suggested by them.

C. Prepare a reading chart or a flannelograph following the instructions included.

IV. Reading series: Choose 1 of the following:

A. Read material on the basal readers of Puerto Rico (in The Reading Teacher). Write about your reaction to the article based on your previous readings.

B. Select two reading series from the bibliography of Spanish books (TTP 002.16). Compare them and write your conclusions in a short essay.

Optional: Choose 1 activity in every set.

I. Criteria for Selection of Reading Materials:

A. Read: "Evaluation of Children's Responses to Literature" in Elementary School Language Arts: Selected Readings, by Paul C. Burns and Leo M. Schell. Design and complete a brief research study or evaluation of books or materials.

B. Consider one of the activities you did not choose in Part I.

II. Reading Materials

A. Set up an appropriate reading corner in your classroom. Make arrangements with the module coordinator to visit it.

B. Select some trade books for children from the bibliographies included. Try each book with at least 3 children and record their reactions.

C. Select 3 movies for children from the list given in one of the bibliographies (or choose your own). Try them with children. Record their reactions.

III. Developing materials

A. Following the criteria already studied, write a simple story in the form of a book. Try it with children.

B. Make arrangements to visit a classroom on the level that interests you the most. Interview the teacher in relation to the material she prepares and how she prepares it. Record your observations.

IV. Reading series

A. Read the evaluation of the basal series Por el mundo del cuento y la aventura written by a student (in TTP 002.16). Comment on her point of view.

B. Interview some teachers who are using basal readers in Spanish. What is their reaction to them? Write about your reactions to the interviews.

POST-ASSESSMENT

Answer the following questions based on the material and activities you have carried out throughout the module:

1. Mention 5 reading materials appropriate to the grade level you are teaching. What criteria did you use for the selection? Why?

2. Choose 2 activities in the Language Arts area. Develop materials (at least 2) for reading. What criteria did you take into consideration in making this material? Why?

3. Mention 2 reading series appropriate for the level in which you are teaching. What are your reasons for this selection?

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

APPENDICE

PREPARACION DE CARTELONES

I. Puntos que debemos tener en mente al preparar y usar el cartelón:

A. CARACTERISTICAS DEL CARTELON

a. Limpio
b. Atractivo
c. Presente una sola idea y clara
d. Sencillo
e. Claro
f. Corto
g. Bien especifico
h. Letras visibles
i. Colores atractivos, suaves, que combinen (No más de dos colores)
j. Con márgenes
k. Proporción de láminas, siluetas, fotografías, objetos reales, dibujos
l. Colores combinados con las cartulinas
m. Mensaje al nivel intelectual del grupo
n. Interesante
ñ. Vocabulario sencillo
o. Variedad de letras (tipo y tamaño de las letras)

B. REGLAS PARA PREPARAR UN CARTELON

a. Seleccionar el tema o la idea que se va a usar.
b. Escoger las láminas, letras y fotografías que se piensan usar.
c. Colocar las láminas. letras, fotografías en el cartelón sin pegarlas para ver el efecto y hacer los cambios necesarios.
d. Proporciones del margen deben ser un poco más grande en la parte inferior que en la parte superior y menos en los lados.
e. Rellenar las letras con tinta-se pueden leer mejor.
f. Evitar usar muchos colores. Los colores deben armonizar.
g. Evitar usar varios tipos de letras en el mismo cartelón.

C. LOCALIZACION DEL CARTELON

a. Debe seleccionarse un sitio apropiado para colocar el cartelón

1. donde la gente lo pueda ver y leer
2. sitio con bastante claridad

3. deberá colocarse en un sitio donde no hayan otros cartelones que estén relacionados con el tema
4. sitio donde el cartelón se pueda conservar en buen estado sin que se moje o lo rompan

D. TIEMPO QUE DEBE DURAR LA EXHIBICION DE UN CARTELON

a. No debe dejarse puesto por mucho tiempo - se pierde el interés y la efectividad
b. Si es una campaña, se dejan hasta que termine ésta.
c. Debe rotarse periódicamente.

Referencia: Audiovisual Methods in Teaching Edición Revisada de Edgar Dale